

Foundation 0 Summer Term 1						
Communication and Language		Physical Development		PSED		
Listening, Attention, Understanding	Speaking	Fine Motor	Gross Motor	Self-Regulation	Managing Self	Building Relationships
<p>Social rules of listening Shifts to a different task if their attention is fully obtained – using their name helps them focus. Recognises own name when spoken.</p> <p>Listening to what is read with understanding Listens with interest to the noises adults make when they read stories. Listen to rhymes and familiar stories. Starts to understand simple concepts (e.g. big/little).</p> <p>Listening, retelling, recounting and performing Identifies action words by pointing to the right picture (e.g. 'Who's jumping?'). Shows an interest in books.</p> <p>Listening and learning Watches someone's face as they talk. Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?'). Understands simple questions about 'who', 'what' and 'where' (but generally not 'why'). Generally focuses on an activity of their own choice and finds it difficult to be directed by an adult.</p> <p>Listening to following instructions Understands 'who', 'what', 'where' in simple questions (e.g. Who's that? What's that? Where is...?). Understands more complex sentences (e.g. 'Put your toys away and then we'll read a book.'). Matches objects to names and will bring a favourite toy when asked.</p> <p><i>Begins to show signs of awareness of simple requests</i></p> <p>.</p>	<p>Phonology - Rules about the structure and sequence of speech sounds using a range of adult like speech patterns (jargon) and at least 20 clear words. linking up to 5 words together</p> <p>Pragmatics - Rule for appropriate and effective communication Uses simple sentences (e.g. 'Mummy go work.'). Begins to use word endings (e.g. going, cats). Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') - these may not always be used correctly to start with. Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Uses around 300 words. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing).</p> <p>Communicates through gestures and sounds</p>	<p>Control: Can start to show control in holding and using tools like hammers, and mark-making tools.</p> <p>Dexterity: Holds a pen or crayon using a whole hand (palmar) grasp and make random marks with different strokes.</p> <p>Flexibility: Enjoys starting to kick, throw and catch balls.</p> <p><i>Makes marks using crayons.</i></p>	<p>Flexibility: Attempts to kick a large ball.</p> <p>Hand-eye co-ordination: Can sometimes walk upstairs or downstairs holding onto a rail, two feet to a step.</p> <p>Balance: Can sometimes walk upstairs or downstairs holding onto a rail, two feet to a step.</p> <p>Strength: Starts to run safely.</p> <p><i>Controls their body by moving around safely.</i></p>	<p>Behaviour: Demonstrates a sense of self as an individual (e.g. wants to do things independently, says, 'No' to adult).</p> <p>Awareness of own feelings: Express their own preferences and interests.</p> <p>Other's feelings (empathy): Laughs with other children.</p> <p><i>Challenge:</i> Explores new toys and environments, but 'checks in' regularly with a familiar adult as and when they need to.</p> <p>Engagement: Explores different areas with adult support and direction e.g. the adult encourages the child to explore an unfamiliar area or activity with them.</p> <p><i>Gaining confidence and enjoys exploring the setting.</i></p>	<p>Confidence Feels safe enough in the environment to demonstrate a range of emotions (happy, joy, sad, frustrated etc).</p> <p>Resilience: Becomes more settled in the environment most of the time and is developing their confidence.</p> <p>Following Rules: Shows awareness of some rules in the classroom.</p> <p>Making Choices Selects and uses activities and resources, with help when needed.</p> <p>Personal Health Understands simple self-care routines such as washing hands, wiping their own nose, etc.</p> <p><i>Begins to show more confidence within the settings and becomes more independent when using resources.</i></p>	<p>Relationships/co-operation Plays alongside others with a familiar adult present.</p> <p>Play Plays alongside others dipping into their play (associative).</p> <p>Attachments Using an attachment with a familiar adult to feel comfortable to be around others within the setting</p> <p>.Aware of own needs Becomes aware of the surrounding environment. Sensitivity to other's needs Shows affection and concern for people who are special to me.</p> <p><i>Starts to enjoy the company of other children and wants to play with them.</i></p>

Literacy			Maths		
Word Reading	Comprehension	Writing	Number	Numerical Patterns	Shape Space and Measures
<p>Phonics Uses their knowledge of stories they enjoy to retell them in their own way. Show that I am interested in books and rhymes and may have favourites</p> <p>Phonological Awareness Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult.</p> <p><i>Listens intently most of the time and shows some listening skills.</i></p>	<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p><i>Begins to understand that print/words carry meaning.</i></p>	<p>Handwriting Copies over lines and diagonals with increasing accuracy.</p> <p>Spelling Enjoys drawing freely. Composition Distinguishes between the different marks I make.</p> <p><i>Shows more control in a range of tools.</i></p>	<p>Number Selects a small number of objects from a group when asked (e.g. ‘please give me two’).</p> <p>Place value/cardinality Counts to 2 and says the number 2.</p> <p>Calculation Can hold 1 finger on each hand and count two.</p> <p><i>Points in sequence to a number of objects.</i></p>	<p>Counting (including pattern) Says some counting words randomly.</p> <p>Comparison Compares amounts, saying ‘lots’.</p> <p>Pattern I know that things exist, even when out of sight.</p> <p><i>Says some counting words randomly.</i></p>	<p>Shape Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.</p> <p>Measures Fills and empties containers. Can associate a sequence of actions with daily routines. Begins to understand that things might happen ‘now’.</p> <p><i>Shows some awareness that some shapes will fit and some wont.</i></p>
			Expressive Arts and Design		
Past and Present	People Culture and Communities	The Natural World	Creating with Materials	Being Imaginative and Expressive	
<p>Chronology and Sequencing Shows interest in stories about themselves and their family.</p> <p>Historical Enquiry Takes an interest in unknown objects, exploring their textures, mass, moving parts etc.</p> <p>Similarities and Differences Notices when they are wearing the same shoes (for example) as their friend.</p> <p><i>Children start to see when things are the same and show a curiosity when things are the same.</i></p>	<p>Religious Education Continues to develop positive attitudes about the differences between people.</p> <p>Locational Geography Children can participate in tidying up and know where things go in the classroom.</p> <p>Geographical Knowledge Children notice features about their immediate environment e.g. a tree.</p> <p>Similarities and Differences Curious about people and shows interest in stories about themselves and their family. Enjoys pictures and stories about themselves, their family and other people.</p> <p><i>Children talk about their own family.</i></p>	<p>Working Scientifically Explores and responds to different natural phenomena in their setting and on trips.</p> <p>Similarities and Differences Remembers where objects belong and can match parts of objects that fit together (e.g. puts lid on a teapot).</p> <p><i>Uses all their senses in hands-on exploration of natural materials.</i></p>	<p>Art- Drawing Shows an interest in the marks others make. Expresses ideas and feelings through making marks, and sometimes gives a meaning to the marks they make.</p> <p>Painting Shows an interest in the paintings of other children. Notices how marks can touch each other.</p> <p>Colour Begins to independently explore and experiment with blocks, colours and marks.</p> <p>Multimedia Explores and experiments with a range of media through sensory exploration using their whole body.</p> <p>DT- Design Notices other children's models.</p> <p>Technical Knowledge Explores different materials, using all their senses to investigate them. Manipulates and plays with different materials. Relates tools to a specific purpose.</p> <p>Evaluate Notices patterns with strong contrasts and be attracted by patterns resembling the human face.</p> <p><i>Begins to make deliberate lines and circles.</i></p>	<p>Imagination and Creativity Sometimes plays make believe by pretending. Begins to make-believe by pretending.</p> <p>Musical development: Hearing & listening Sings along with songs. Like to experiment with musical instruments.</p> <p>Musical development; vocalising & singing Begins to join in with favourite songs. Joins in singing favourite songs.</p> <p>Musical development moving & dancing Begins to take part in action songs. Enjoys and takes part in action songs, such as ‘Twinkle, Twinkle Little Star’.</p> <p>Musical development Exploring & playing Creates sounds by banging, shaking, tapping or blowing. Uses instruments with other children.</p> <p><i>Sings and makes sounds. Enjoys making sounds with musical instruments, moving to music.</i></p>	